

# **Hampshire Achieves Curriculum Self-Assessment Report 2023/24**

## Contents

Introduction and Context .....	3
Summary Judgements .....	4
Scope and Intent of Provision .....	5
Behaviour and Attitudes .....	14
Personal Development .....	16
Leadership and Management .....	18
Provision Categories / Qualifications	Appendix 1 .....
Sub-contracted and Internal Partners	Appendix 2 .....
Achievement Tables	Appendix 3 .....
Young Peoples Learning: Destination data	Appendix 4 .....
	22
	22
	23
	25

## Introduction and Context

Hampshire Achieves is part of the Participation and Lifelong Learning Service in Hampshire County Council's directorate of Children's Services and is responsible for the delivery of the Adult Learning Programmes; Education Programmes for Young People and High Needs provision for young people aged 16-24 who are not in education and/or training; Special Education Needs and Disabilities (SEND) Employability programmes; and delivery of Hampshire County Council's (the County Council) Apprenticeship Programme. This self-assessment report reflects on those aspects of Hampshire Achieves (HA) provision that is funded by the Education and Skills Funding Agency (ESFA), this comprises the direct delivery of Apprenticeships; Young People's Learning (YPL) through Supported Internships and Pathways; and Adult and Community Learning (ACL) through internal and sub-contracted provision.

In the 2023/2024 academic year, the Service delivered courses and qualifications to:

- 5651 (enrolments) on Adult and Community Learning 19+yrs
- 50 (enrolments) on Adult Skills 19+
- 34 learners on Pathways 1 and 2 16-25yrs
- 20 (2 SI pilot) learners on Supported Internships 16-25yrs
- 171 Apprentices
  - 9 16-18yrs
  - 25 19-24yrs
  - 137 25+yrs

The majority of learners continue to be on non-accredited ACL courses delivered mostly through internal and sub-contracted delivery partners. ACL learner participation increased by 4% in 2023/2024, compared with 11% in 2022/2023 which mirrored the increase in the national figures at Q3 (Aug-Apr) 2022/2023. The three-year trend shows an increase in learner numbers of 5% from 5,398 in 2019/2020 to 5,644 in 2023/2024.

Detail providing the categories/qualifications for ACL, Apprenticeships, and YPL (Supported Internship and Pathways programmes) can be found in Appendix 1.

HA management use an online tool MESMA which is mapped to the Education and Inspection Framework and the Further Education and Skills Handbook. This records strengths and areas for development with evidence and metrics and provides a RAG report. This Self-assessment Report (SAR) document is a summary report based on strengths and areas for improvement from the 2023/2024 academic year, and summarises progress made and impact of the Quality Improvement Plan.

In early November 2023, HA was inspected by Ofsted. It was a full inspection, which focussed on the four key judgement areas (Quality of Education, Behaviour and Attitudes, Personal Development and Leadership and Management) and across all provision types (Education Programmes for Young People, Provision for Learners with High Needs, Adult Learning, and Apprenticeships) and included 'deep dives' in directly delivered and sub-contracted partner providers programmes. The inspection resulted in the Service's overall effectiveness grade being awarded 'Good'. This included 'Good' across all four key judgement areas and provision types. Furthermore, arrangements for Safeguarding were also awarded as being effective. These judgements validated our 2022/2023 self-assessment report. Whilst there were two areas of improvement noted, both had already been identified through our own Self-assessment process and actions to progress these are being worked on.

## Summary Judgements

	<b>SAR 2021/2022</b>	<b>SAR 2022/2023</b>	<b>Ofsted 2023/2024</b>	<b>SAR 2023/2024</b>
Overall Effectiveness	Good	Good	Good	Good
Leadership and Management	Good	Good	Good	Good
Quality of Education	Good	Good	Good	Good
Behaviour and Attitudes	Good	Good	Good	Good
Personal Development	Good	Good	Good	Good
Adult Learning Programmes	Good	Good	Good	Good
Apprenticeships	Good	Good	Good	Good
Traineeships	Good	Not delivered	Not delivered	Not delivered
Education Programmes for Young People / Learners with High Needs	Requires Improvement (Moving towards Good)	Good	Good	Good (moving towards outstanding)

## Heat Map

Oct 2024 (end of yr SAR)																			
Provision Types	Quality of Education			Behaviour & Attitudes			Personal Development			Leadership & Management									
	QE1	QE2	QE3	BA1	BA2	BA3	PD1	PD2	PD3	LM1	LM2	LM3	LM4	LM5	LM6	LM7	LM8	LM9	LM10
ACL	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
Apprenticeships	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
Supported Internships & Pathways	B	B	G	B	G	B	B	G	G	B	G	B	G	G	G	G	B	G	B
Blue = Outstanding																			
Green = Good																			
Amber = Requires Improvement to be good																			
Red = inadequate																			

## **Scope and Intent of Provision**

### **Adult and Community Learning (ACL)**

Hampshire County Council is strategically committed to support an inclusive and innovative ACL programme for Hampshire residents. The ACL programme is managed by the Hampshire Achieves (HA) curriculum team, part of Participation and Lifelong Learning within Children's Services. Through its contract with the ESFA, the County Council receive an ACL grant.

#### **The overall priorities for 2023/2024 were to:**

- Support careers changers, unemployed and low-skilled people to improve their skills and confidence so that they may access or retain employment.
- Provide opportunities for Hampshire residents to improve their digital literacy and communication skills, equipping them to successfully engage with all aspects of life in the digital age and supporting progression to further learning paid/unpaid work, and involvement in the community.
- Improve maths and English skills for learners by offering specific maths and English courses and by embedding numeracy and literacy in all curriculum areas, including English for Speakers of Other Languages (ESOL).
- Support learners' mental health and wellbeing, increasing skills and confidence.
- Provide a targeted, flexible, and holistic offer to support learning where there are pockets of local deprivation and/or where skills gaps are greatest.

Overall, the intent is to deliver a wide and diverse curriculum to meet the objectives set in the annual commissioning plan under 1 of 2 strands, Hampshire Thrives and Hampshire Works (See appendix 1) and had profiled to deliver 5,260 enrolments in 2023/2024; 4020 under Hampshire Thrives and 1240 under Hampshire Works, with minimum target of 91% for attendance and punctuality and 95% for achievement set.

### **Apprenticeships**

Hampshire Achieves apprenticeship team designs high quality engaging apprenticeship programmes (predominately at L3 and L4) that delivers career and personal development benefits to Hampshire County Council staff apprentices which in turn supports the County Council to continue to deliver its high-quality services to its residents and stakeholders.

#### **The overall priorities for 2023/2024 were to:**

- Provide an education that will prepare learners for a successful future by ensuring the curriculum offer has a clear intent, that curriculum delivery is implemented effectively and that outcomes demonstrate positive impact.
- Plan and delivering high quality and inspiring curriculum provision supporting learners to engage, attain and progress.
- Ensuring business as usual with amplified support for staff, learners and their managers as we navigate through the Legal Minimum Service Level agenda.

### **Young People's Learning**

Hampshire Achieves Education Programmes for Young People and Learners with High Needs includes Supported Internships and Pathways programmes and are focused on improving the employability and life chances of disadvantaged young people across Hampshire. The rationale for supporting SEND young people into employment is covered in the Department for Education 'Guidance for Supported internships' Updated 1 February 2022 which states that 'With the right preparation, the overwhelming majority of young people with SEND are capable of sustainable paid employment. All professionals working with them should share that presumption and provide the career advice and support that help young people to develop the skills and experience that they need to succeed in their careers.' Additionally, Hampshire Achieves runs this provision as gap provision, in that these young people are not ready for progression to another institution/FE College/Employment.

## Supported Internships

Hampshire Achieves Supported Internship was created to support the need for a post 16 Special Educational Needs provision across the County Council, designed as a year-long Local Authority alternative offer which provides a meaningful progression into sustainable employment or further study.

A Supported Internship is a 1-year study programme that is specifically aimed at young people aged 16 – 24 who have an existing EHC Plan who want to move into employment and need extra support to do so. It is designed to prepare SEN young people with the skills and knowledge they need for work through specific Skills Coach supported learning in the workplace and attendance at a twice weekly training where they are supported to achieve an employability qualification and functional skills in English and/or maths and digital skills, to an appropriate level.

There are no entry or completion requirements for supported internships, beyond the requirement of having an EHC Plan, and each learning provider works with their cohort of interns to develop a personalised programme that meets their needs and provides progression and stretch. Delivery of the Hampshire Achieves Supported Internship offer is county wide and takes place in community-based venues and is responsive and ambitious to the needs of the SEND young people applying including those who have high needs.

## Pathways

Hampshire Achieves Pathways 'supported' Study programme is aimed at young people aged 16 to 24 who have Special Educational Needs and Disabilities (SEND), or who have accessed additional support whilst in education, a statement of special educational needs or have an Educational Health Care plan (EHC Plan), and who want to develop their personal and independence skills. The Pathways 1 programme will support young people to; build their confidence in making personal and independent choices; and to understand how this impacts on their wellbeing, confidence, social skills, planning skills, social awareness, and motivation. Learners who have already attended Year 1 Pathways can access Year 2 to further consolidate their learning and new learners can come directly onto the Pathways 2 course if this meets their current learning needs. The Pathways 2 course further develops personal and social skills as well as skills for future employment. Young people on the offer will be able to progress onto the HA YPL Supported Internship programme, if they meet the eligibility criteria.

The Pathways programmes are delivered over 34 weeks and aim to support young people to complete a personalised study programme which includes the opportunity to study for appropriate qualification alongside upskilling English and maths to an appropriate level. The programme also supports them to achieve a Duke of Edinburgh Award (Bronze) as part of the core offer.

## SEND Employability

The SEND Employability Team is dedicated to enhancing employment pathways for young people with Special Educational Needs and Disabilities (SEND) in Hampshire. The team is structured around several key projects and initiatives aimed at increasing awareness, engagement, and successful transitions into employment. The aims and outcomes of the work include:

- **Increase Awareness and Engagement:** Through professional visits, job fairs, and training, the team aims to enhance employer engagement and awareness of employment pathways for SEND young people.
- **Improve Quality Education Delivery:** By collecting and analysing data on Supported Internships and progression pathways, the team seeks to improve the quality and effectiveness of pathways to employment. Focusing on developing Employability Hubs, Independence Hubs, and supporting Supported Internship development including piloting a Non-EHC plan offer.
- **Foster Collaboration:** Regular forums, engagement and events aim to create strong working relationships among all stakeholders involved in supporting SEND young people.

Including parents and young people involvement in decision-making and engagement in post-16 choices.

- **Develop Resources:** Creating and disseminating high-quality, accessible information and guidance tools to support young people in their employment journeys, guidance and tools for education and SEN professionals in creating pathways from year 9, and benefits realisation for employers in providing paid outcomes.

### **Key projects and initiatives supported by Young People's Learning:**

#### **Internships Work**

- A national Department for Education (DfE) funded programme support by National Development Team for Inclusion (NDTi), British Association of Supported Employment (BASE) and DFN Project Search to develop SEND Employment Forums and build capacity and provision of Supported Internships across the local area.
- Current activity includes Employer engagement; awareness raising with Young People and Parents; Vocational Profiling pilot; accessible careers materials development.

#### **Supported Internships Pilot (non-EHC plan)**

- Supporting the delivery of a DfE funded pilot across 4 education providers in Hampshire to pilot the delivery of Supported Internships for young people who require additional support to access employment due to SEN, who are not in receipt of Education, Health and Care Plans.
- Central activity includes implementation support, commencement with up to 9 learners across 2 sites (40 additional learners across 4 sites from September 2024), employer engagement (placement support).

## Quality of Education

### What we do well

#### Intent

The Hampshire Achieves (HA) curriculum offer across all areas of learning is ambitious in its aspiration for all learners. HA Adult and Community Learning (ACL) programmes consist of a diverse range of innovative learning opportunities aimed at strengthening communities, combating social isolation, offering training for the unemployed, and supporting those in need. The apprenticeship programmes fosters growth in the knowledge, skills, and behaviours that County Council employees need to be highly occupationally competent and excel in their chosen fields. The Young People's Learning (YPL) broad and balanced curriculum enables learners to meet and exceed expectations in personal and social development, outdoor learning through the completion of the Duke of Edinburgh Award scheme, employability, and functional skills. Additionally, work placements for Supported Internship (SI) learners are ambitious and focus on the interests and future outcomes of each individual learner.

Ofsted (November 2023): 'Learners on study programmes develop the personal and social skills they need to thrive. They all take part in the Duke of Edinburgh Award scheme and learn to work successfully with others in, for example, map-reading exercises. As a result, learners become more confident in social situations and can make new friendships.'

Programme development across all areas is comprehensive and collaborative with input from staff teams; Internal and External Quality Assurers; internal County Council employer managers; and numerous stakeholders. This includes but not limited to, Department for Work and Pensions (DWP), NHS, Prince's Trust, social prescribers and internal County Council departments including the Resettlement and Reablement teams, social services, SEND teams, Adult Care and other education and training establishments. Furthermore, we work with several charities including Mind, Mencap and foodbanks. This ensures a targeted, flexible, and holistic offer is available to support learning where there are pockets of local deprivation and skills needs are greatest.

The curriculum across provision types is skilfully designed with experienced and knowledgeable tutors delivering well planned and sequenced sessions which build on previous learning to develop new knowledge and key skills. For example, the YPL Pathways curriculum starts with the 'Developing self' unit, so learners can identify their strengths and areas for development and develop their personal resilience and ends with the 'Preparing for next steps' unit to support their transition onto further education or the SI programme. Similarly, the SI programme starts with the 'Independent travel' unit to ensure all learners have the relevant skills required to travel to work placements and ends with the 'Preparing to enter the workplace' unit to support them into moving into employment. Adult courses aim to improve basic skills like English, maths, and digital literacy, as well offering creative arts and fitness classes to build resilience, confidence, and independence.

In ACL there has been a significant increase in the development and take up of courses for English Speakers of Other Languages (ESOL) provision with ESOL enrolments making up 26% (1,452 out of 5,651) of all enrolments in 2023/2024. A large variety of courses introduced included ESOL for beginners and improvers; ESOL for Conversation; ESOL Skills for Work; and many more. For 2024/2025, specific ESOL progression pathways will be introduced which includes accredited qualifications for the advancement for those learning English as a second language to support integration into communities and meet learner needs.

In-year, the apprenticeship team recognised that the curriculum intent for four standards required some further modifications to enhance the provision. This led to programme content refresh and the duration being extended, to help combat late completions for two Adult Care standards, Business Administrator and Team Leader Supervisor in addition to improving-first time pass rates for the Team Leader Supervisor standard. We introduced a focused escalation process, formal action plans and weekly 1:1 tutor meetings to review each apprentice and implement



interventions, where identified. As a result of this, we are seeing a positive impact as late completers reduced from twenty in February 2024, to currently two.

Ofsted (November 2023): 'Leaders and managers have carefully considered the needs of individuals, employers and communities, including the most disadvantaged and hard to reach. They have designed programmes skilfully so that learners and apprentices develop the skills, knowledge and behaviours they need to be independent, secure employment and take part in their communities. For example, leaders have developed programmes that enable learners new to the UK to improve their English skills so they can use health and transport services. Leaders work closely with subcontractors to design programmes that help carers work to improve their mental health and well-being. As a result, most learners and apprentices achieve well and move onto further learning or employment, take on greater responsibility and have the skills to live successfully.'

### **Implementation**

HA has a comprehensive and well-structured approach to curriculum delivery across the provision. For example, planning and implementing the curriculum delivery is good for most apprenticeship standards. Bespoke Training Plans map the knowledge, skills and behaviours set out in the standards and is the bridge between theory and practice. They detail initial assessments and outline how apprentices will meet the planned off the job requirements. In addition, Training Plans are scaffolded to ensure apprentices progress academically and practically. Developed with the employer-managers, they help learners build on their knowledge and skills step-by-step in the workplace. This method ensures that they not only understand the theoretical aspect but also gain practical experience on the way.

Ofsted (November 2023): 'Managers and staff have ensured apprentices learn what they need for their jobs at the right time. They have aligned learning to workplace cycles and ensured that essential theory is taught first. As a result, apprentices make a positive contribution to the workplace that employers value highly. For example, school business professional apprentices learn about marketing early in their studies to help with the recruitment of pupils. Lead Adult Care Worker apprentices study communication at the start of their course so they can deal with service users and professionals effectively.'

Assessment for learning is good across the provision. Most tutors set clear objectives for sessions which are sequenced logically and build on prior learning. Tutors plan their assessment strategies which align to the learning objectives, they are adaptable and adjust assessment methods based on learner and apprentice feedback. Tutors ensure the learning environment is inclusive and consider diverse learning styles as evident in class profiles. Teaching methods are effective, and activities are varied and link well to assessments. Tutors often use real-world scenarios and problem-solving activities. Feedback is constructive and supportive; tutors offer praise that builds learners confidence.

Ofsted (November 2023): 'Most tutors use a variety of methods of assessment effectively to plan learning and check what learners and apprentices know and can do. The feedback that tutors provide helps learners and apprentices understand how their work might be better. Most learners and apprentices use tutors' guidance to improve their work. For example, learners studying English use the detailed feedback that tutors provide to improve the structure of paragraphs and use semi-colons correctly. Apprentices use mock exam papers and practice professional dialogue in preparation for the Lead Adult Care Worker end-point assessment.'

Young People's Learning tutors and skills coaches build very good relationships and trust with learners, so learners can share misconceptions and ask for support with new concepts in their learning. Building rapport and support for learners was highlighted in Skills coach reviews as a collective strength, alongside encouraging independence and active participation of learners. The team also use a variety of teaching methods to very good effect for example, scaffolding, tutor

explanation, questioning and demonstration of how a task is done, the learners completing a task in collaboration with their peers to enable them to gain the skills and confidence to undertake the task independently.

Ofsted (November 2023): 'Most tutors use skilful questioning to ensure learners' understanding is secure. They identify misunderstandings that learners have and correct them quickly. As a result, learners reinforce their knowledge and strengthen the understanding they need for future learning. For example, tutors in supported internships use interactive presentations and online quizzes to ensure learners can interpret data correctly.'

Experienced ACL tutors carefully plan sessions, aligning with the Hampshire Thrives or Hampshire Works criteria (see appendix 1). Most tutors use initial assessments well and adapt the curriculum accordingly to build upon learners existing knowledge and skills, supporting them to achieve their end goals.

Observations of Teaching Learning and Assessment (OTLAs) have been conducted for 93% of tutors (105 out of 113), compared to 91% (97 out of 107) in 2022/2023. Teaching, learning, and assessment are consistently good, with 95% (100 out of 105) of observed sessions meeting the expected standard.

Common strengths include:

- Active learning
- Communication skills
- Sequence of learning

Ofsted (November 2023): 'Experienced and expert tutors plan learning carefully so that learners and apprentices build their knowledge incrementally. Learners and apprentices enjoy their lessons and most develop new knowledge and skills rapidly. For example, teaching assistant apprentices learn about the national curriculum, school policies and behaviour management, helping them to understand different key stages and how they might best support teachers and pupils. As a result, most apprentices can apply their knowledge confidently and fluently.'

## **Impact**

Learners develop detailed knowledge across the curriculum and make substantial and sustained progress from their identified and recorded starting points, and, as a result, achieve well.

Learners on the YPL programmes are well-prepared for their next stage of education, training, or employment through our Pathways and SI courses. Education Programmes for Young People are tracked and monitored as a separate cohort to our High Need's learners. Both groups have high levels of achievement and therefore no significant differences. Ofsted (November 2023) observed 'Leaders and staff have improved their assessment practice, grouped learners more appropriately and provided them with additional support.'

Achievement rates were excellent with 88% SI (2 withdrawals) and 97% Pathways (100% overall in 2022/2023), (79% in 2021/2022, for Supported Internship) learners completing their course and achieving NCFE qualifications in Personal and Social Development Entry Level 3; Personal and Social Development Level 1; Employability Entry Level 3; and Independence for Work Level 1. Overall achievement rates in YPL programmes were 91% which significantly exceeds the SSA 14 (Preparation for Life & Work) latest national rates of 84%.

There were 5 Care Leavers/Looked After Children across the YPL programmes, 3 SI and 2 Pathways learners, of which 80% (4) went onto a positive destination.

Of the 34 Pathways learners enrolled in 2023/2024 91% (30) progressed to a positive destination. Out of the 16 learners who completed their SI course within this academic year, 10 learners, 63%

(72% 2022/2023, 58% 2021/2022) have now moved on to successful destination and progression outcomes which included moving on to an apprenticeship; either full-time or part-time employment or further education; or voluntary work.

Achievement rates for the apprenticeship provision is good. In-year the achievement rate was 82% compared to 81% in 2022/2023. The latest national published achievement rate is 57%. However, our timely achievement rate of 34% requires improvement across Adult Care, Business Administrator, and Team Leader Supervisor standards.

Ofsted (November 2023): 'Leaders and managers recognise that too many apprentices do not complete their qualifications within the planned period of time. As a result, not all apprentices make the rapid progress of which they are capable. Leaders and managers have put credible plans in place for each apprentice to ensure they achieve their qualifications quickly. However, it is too early to determine the impact of these actions.'

Our Young Apprenticeship forum has been well received by our young apprentices and their employers. The forum provides invaluable support and resources for our young apprentices, helping them to connect, share experiences, and learn from one another.

Apprentices achieving higher grades is overall at 34% (25/74). Of these, 16 were Distinctions and 9 Merit grade. Whilst higher grades achievement is very good for School Business Professional Level 4 and Lead Adult Care Worker Level 3, achieving higher grades for Teaching Assistant, Team Leader Supervisor and Business Administrator continues to be a focus for the year ahead.

The overall achievement in 2023/2024 for ACL learners remains high at 93% however declining slightly in comparison to previous years (95% 2022/2023 and 92% 2021/2022).

ESOL learners' achievement rate was 86%. Given that ESOL learners make up 26% (1452/5651) of all enrolments, this has impacted the overall ACL achievement rate. New measures have been implemented to at sign up stage to ensure robust initial assessment is in place for ESOL learners, ensuring that they are attending a course appropriate to their level of English.

Destination data was collected for 72% (4046 out of 5,651) of ACL learners completing a course. Tracking of learners' destinations shows that of those who responded, 34% (1299 out of 3858) are employed, self-employed, volunteering or are on an apprenticeship, 13% (487) joined another ACL course and 5% (204) enrolled on a Further Education course. This suggests that the curriculum effectively prepares learners for the next stage of their education, training, or employment.

A total of 78% (4,172 out of 5,355) of distinct learners completed an end of course evaluation compared to 67% (2008) in 2022/2023 and 70% (1664) in 2021/2022. Results showed high levels of learner satisfaction and engagement.

### **Functional Skills**

Functional Skills (FS) achievement rates for adult learners including apprentices and Multiply (including sub-contracted provision) are high with an overall achievement rate of 81% (196 learners out of 243) in comparison to the most recent National Functional Skill rates of 68% (2022/2023).

Maths delivered through the Multiply project had an 82% (156 learners out of 190) achievement rate which is 12% higher than the latest national published rates and higher in comparison to previous years. (71% in 2022/2023 and 80% in 2021/2022). The Multiply resource has allowed for innovative delivery and additional resourcing for FS Maths. Providing both intensive teaching and flexible models of delivery to accommodate learners working patterns contributed to high achievement rates.

Adult English had a 73% (24 learners out of 33) achievement rate which is 1% higher than the latest national published rates but a decline in comparison to previous years (81% in 2022/2023 and 93% in 2021/2022). The decline in achievement was impacted by six apprenticeship withdrawals. However, we are now able to frontload these qualifications prior to apprentices stating on their apprenticeship. This is a welcome change, as many apprentices struggled to achieve several components, at the same time, and which also has a significant impact upon timely achievement rates.

Measures have been implemented to improve overall FS English adult achievement rates which includes a more robust onboarding procedures including initial and diagnostic assessments using a new online learning platform. In addition, there is also a focus on increasing the number of learners achieving their English components on their first attempt.

Young People's Learning learners have made significant progress in FS English and exceeded the 15% target with an increase of 17%. Whilst improvements were made in FS maths with an increase of 13%, this was just under the 15% target.

<b>YPL Achievement Rates 2023/2024</b>	<b>YPL Achievement Rates 2022/2023</b>
<b>English:</b> 50% (15/30 with 4 continuing)	<b>English:</b> 33% (9/27)
<b>Maths:</b> 45% (14/31)	<b>Maths:</b> 32% (9/28)

This resulted in a more robust system for initial and diagnostic assessments being implemented, which together with previous functional skills achievements provided tutors with a more accurate picture to support the baselining of learners. In turn this supported the development of the curriculum with taught sessions being followed up with weekly functional skills intervention sessions. These sessions enable learners to consolidate the key skills they have learnt and recap and revise previous learning, thus ensuring most learners demonstrated progress.

Achievement rates for the Fareham cohort of learners is at 73% (8/11) for FS English and 82% (9/11) for FS maths. Following an analysis of non-achievement and the significant difference between the two cohorts (Fareham and Basingstoke) a higher staff to learner ratio, ability setting for interventions, and weekly tutor interventions will be in the 2024/2025 delivery plan. Functional skills will continue to be an area for development, with maths a particular focus.

Ofsted (November 2023): 'Too few learners with high needs achieve English and mathematics qualifications. Leaders and managers recognise that tutors have not responded effectively to learners' individual needs based on their starting points or progress. Leaders and staff have improved their assessment practice, grouped learners more appropriately and provided them with additional support. However, it is too early to see the impact of these actions.'

### **What we need to improve Adult and Community Learning**

- Continue to develop progression pathways for all learners, and to include accredited ESOL qualifications for those learning English as a second language.
- Some new tutors need to clearly display and reference the learning objectives within each session, as well as ensuring learning objectives are specific, measurable, achievable realistic and time-bound.
- ESOL tutors need to ensure robust initial assessment is carried out to ensure learners are enrolled on an appropriate course.
- Achievement for ESOL learners to be monitored against other local authorities and increase from 86%.
- Improve FS English Achievement rates so that they are in line with previous historical rates.
- Continue to improve learner evaluation response rates.
- Continue to improve learner destination response rates for Works courses.

**Apprenticeships**

- Implement modified curriculum content for the current Team Leader Supervisor learners, as too many learners did not pass first time.
- Timely achievements to exceed 80%.
- Achieving higher grades for Teaching Assistant, Team Leader Supervisor and Business Administrator standards continues to be a focus.

**Young Peoples Learning (Supported Internships/Pathways)**

- Improve functional skills achievement rates in the North by incorporating teaching methods and support delivered in the South. Maintain high achievement rates in the South.

## **Behaviour and Attitudes**

### **What we do well**

Behaviour and attitudes to learning across all provision is good and excellent for our Young People's Learning (YPL) cohorts. All tutors have consistent high expectations of learners and apprentices' behaviour and conduct, which creates a positive and productive learning environment.

Ofsted (November 2023): 'All learners and apprentices' benefit from a calm and respectful environment that helps them to learn. They behave well and demonstrate positive attitudes and professional conduct. Apprentices and adult learners agree on rules for conduct which they follow well. Learners and apprentices develop the behaviours expected for learning and work in modern Britain.'

Young People's Learning learners receive outstanding wrap around support and encouragement throughout the programme which enables them to build strong confidence and independence skills whilst feeling 'safe' to make real mistakes and learn from them. Any behaviour falling below expectations is addressed timely and individual behaviour contracts are discussed and agreed with learners to support them to meet the set expectations.

Learners are provided with the opportunity to work outside their comfort zone. They are stretched and challenged within a supportive environment which allows them to develop their resilience and persistence in the face of difficulties. This includes engaging in class discussion, learner voice, Meet the Team days talks to prospective applicants, and through independent work activities. This supports their confidence building and positive outlook. As a result, learners demonstrate consistently high positive attitudes and commitment to their learning. To support this, at a learner annual review, the parents wanted it noted that they wished to thank the whole team for "changing their son's life". The differences they have seen at home are significant.

Ofsted (November 2023): 'Leaders and managers have high ambitions for most learners, including those with special educational needs and/or disabilities (SEND). They have designed courses and chosen appropriate qualifications to support the progress of SEND learners. They provide courses for recently settled refugees to improve their English, helping them to live in new communities and use the services they need. Disadvantaged learners and those with SEND grow in confidence and develop the skills they need to move on to further learning, employment and independent living.'

Overall YPL attendance for 2023/2024 academic year is 87%. This is in line with the previous year (2022/2023) and 2% higher than 2021/2022. Our SI attendance data for 2023/2024 is at 90%. This exceeds local college data obtained which reported a 88% attendance rate for 2022/2023 and 89% for 2023/2024. Learner attendance is closely monitored. Learners with poor attendance are monitored and individual attendance tracked. In-year we have completed a number of actions to improve attendance, which have included the timely setting up of personalised timetables; attendance contracts; regular meetings with parents and learners; featuring a section on attendance in our termly newsletter; and a termly attendance prize wheels for learners achieving 90% attendance.

Many Pathways 1 learners have transitioned from low attendance backgrounds and have high levels of anxiety and school avoidance issues. Outstanding progress has been made with these learners from their starting points. For example, one Pathways 1 learner had an attendance figure of 44% at their last school and their attendance was up to 78% by April 2024, another had below 30% attendance and this had improved to 67% by April 2024. Similarly, one Pathways learner from last year (2022/23) had an attendance of 85% and by the mid-point of the SI programme had an attendance of 90%.

Apprenticeship attendance and punctuality for the year is good at 89%. This is showing an improvement in comparison to the previous year where overall attendance was 87%.

The end of programme apprenticeship survey was completed by 74% (55/74) of apprentices. Results showed that 100% felt safe and secure in their learning with Hampshire Achieves; this follows a 3-year trend.

Ofsted (November 2023): 'Hampshire Achieves assure the quality of teaching of subcontracted provision and review key performance data each month. As a result, tutors benefit from training and improve their practice. Leaders know the strengths of subcontracted provision and act rapidly when weaknesses emerge. Providers ensure that their tutors and staff create a safe space and environment to allow the learners to feel secure and remove anxiety regarding learning and that they support learners' pride in achievement and commitment to learning. All learners achieve well regardless of age, ethnicity or disability.'

Off-the-job (OTJ) training is a crucial part of apprenticeship programmes. In August 2023, 19 apprentices failed to record their minimum 6 hours and fell behind expectations, however, this has been a team focus for the year with weekly 1:1 meetings with tutors, action plans, 3-way reviews and 1:1 tutor support have helped to improve this and currently only 2 apprentices are significantly behind expectations.

Adult and Community Learning overall attendance for 2023/2024 is 89% (89% Thrives and 90% Works) compared to 90% (90% Thrives and 90% Works) in 2022/2023 and 89% (89% Thrives and 90% Works) in 2021/2022.

Adult and Community Learning programmes are tailored well to local need and offer bespoke programmes to specific groups, such as adults with mental health needs and women's refuges. Tutors focus on learner well-being, and a commitment to inclusivity leading to high levels of learner satisfaction and achievement. The high satisfaction rates from learner feedback, with 99% enjoying their course (99% in 2022/2023 and 2021/2022) and 99% feeling respected and valued (99% in 2022/2023 and 2021/2022), reflect a positive learning environment where learners are motivated and have positive attitudes.

Ofsted (November 2023): 'Learners and apprentices are motivated to succeed. Most attend well and are punctual. They are keen to learn new knowledge and skills. Learners and apprentices value the support and care that tutors provide highly so they can achieve their goals. Learners and apprentices demonstrate routinely the qualities that staff and employers expect of them.'

## **What we need to improve**

### **Adult and Community Learning**

- Monitor attendance against KPI of 91%. Where attendance is lower than the KPI to work with internal teams and partner providers to ensure appropriate actions are put in place to address and improve in-year attendance.

### **Apprenticeships**

- Ensure study skills are embedded in all standards.
- Continue to ensure all learners log their OTJ hours.
- Continue to highlight high attendance.

### **Young Peoples Learning (Supported Internships/Pathways)**

- All SI learner attendance to improve to at least meet set KPIs of 90%, Pathways 2 88% and Pathways 1 86%.

## Personal Development

### What we do well

Young People's Learning (YPL) provide a very effective and progressive 3-year curriculum programme which focuses on developing the whole person alongside qualification-based skills. Learners develop the personal and social skills they need to be active, confident and healthy citizens. Learners have a well-planned tutorial programme which focuses on personal and social development. Pathway's learners all work towards Personal and Social Development qualifications as well as take part in the Duke of Edinburgh Award scheme which develops teamwork and leadership skills.

All learners are encouraged to build resilience and step outside their comfort zones to reach personal goals. Learners are supported to develop the character and positivity they need to take the next steps in their lives. For example, one learner who initially struggled to complete Pathways 1 was provided with the tools needed to overcome their anxiety, low self-esteem and lack of confidence and developed the attributes they needed to succeed.

Ofsted (November 2023): 'Learners on study programmes develop the personal and social skills they need to thrive...as a result learners become more confident in social situations and can make new friendships.'

Preparing apprentices for future success is good. Our apprenticeships programme makes a significant difference in the learning and development of apprentices and ensures they gain valuable skills and experience that are directly applicable to their future careers. Retention of County Council staff completing an apprenticeship with HA is very good at 88% (78/89). Of the 74 that completed 28% (21) received a promotion and 3 apprentices progressed to further studies; 1 care worker is starting a Nursing degree apprenticeship, 1 teaching assistant is progressing to the Level 5 Teacher apprenticeship and 1 care worker is upskilling to become an Assistant Unit Manager.

Extending the curriculum beyond the apprenticeship is good. Most apprentices take part in activities outside of work, which include community projects, health and wellbeing activities and fundraising for charities. Apprentices reflect on this in their 3-way review meetings, and to make journal entries. For example, four apprentices volunteer as school Governors; on completing the SBP apprenticeship one apprentice became federation bursar; three TAs were promoted in school, and many take part and organise community classes; and one TLS was successful in gaining a new appointment in the County Council.

Learners and apprentices' talents and achievements continue to be recognised and celebrated at annual award ceremonies:

- 1 business administrator won the County Council Chairman's Award 2023 and was offered a permanent contract
- 2 teaching assistants were nominated for the NCFE Aspiration Award
- 1 business administrator was highly commended for the Apprentice of the Year Award acknowledging her exceptional contributions to Universal Services.
- 1 adult care worker who was also promoted twice whilst on programme, received a certificate of recognition at the Apprenticeship Awards 2023.
- 1 school business manager was nominated for the Apprentice of the Year and shortlisted for Education Awards 2024
- 1 teaching assistant won the Education Awards 2024

Hampshire Achieves YPL learners were well represented at the annual Hampshire Supported Internship Awards (SEND Employability) with seven nominations across a number of categories. This resulted in learners winning three awards; Achievement in the Classroom, Overcoming Barriers; and Outstanding Achievement.



Across the ACL provision, there has been a continued positive effort in destination tracking for all Works and Thrives learners, and this year, there was a notable improvement in the number of responses, particularly for Works learners, beyond the post-course destinations recorded. Of the 1277 learners who completed a Works course in 2023/2024, 1211 (95%) were contacted for destination tracking. This represents an increase of 123 learners compared to the previous year, 1087 (94%) in 2022/2023. In 2021/2022 839 learners (38%) were contacted.

Of the 33 Pathways learners enrolled this year, 91% (30) progressed to a positive destination including part time work (1) further education (9) Pathways 2 (5) HA Supported Internship (15). Out of the 16 learners who completed their Supported Internship this academic year, 10 learners (63%) (72% in 2022/2023, 58% in 2021/2022) have now moved on to successful destination and progression outcomes which included moving on to an apprenticeship; either full-time or part-time employment or further education; or voluntary work.

Safeguarding, Prevent and British Values (BV) are embedded well in the curriculum plans and for some learners are part of the qualification criteria. Topics are covered implicitly by modelled behaviour, expectations, challenging views, and choice of language. BV and Prevent resources are used as the initiation of a group agreement with commonly agreed values and behaviours. For our YPL learners Equality, Diversity, and Inclusion and Safeguarding are explicitly covered within the induction curriculum, and all learners complete four Education and Training Foundation modules covering Prevent and safeguarding and essential digital skills. Healthy relationships and sexual health are directly taught as part of our tutorial's curriculum.

Ofsted (November 2023) observed: 'Most learners and apprentices' benefit from useful personal development opportunities. They value the chances to learn how to keep physically and mentally healthy. Apprentices have opportunities to use cycle to work schemes to stay healthy. Younger learners benefit from learning about eating healthily and positive body image. As a result, learners and apprentices can make well-informed choices about their health and well-being.'

## **What we need to improve**

### **Adult and Community Learning**

- Promote enrichment activities (such as local events and activities) to learners that would enrich their experience as well as enable them to develop their talents and interests.

### **Young Peoples Learning (Supported Internships/Pathways)**

- To increase the number of Supported Internship learners going into paid employment from a total of 31% (5/16) this year moving into paid employment or an apprenticeship. (28% from 2022/2023 cohort when destinations were tracked in May 2024).

## Leadership and Management

### What we do well

Hampshire Achieves has a strong vision and aspirations for adult learners, young people and apprentices to ensure high-quality learning is offered and delivered. This is evidenced through the provision Intent Statements. Learners' needs are considered, and programmes are adapted and developed to meet those needs. Young People's Learning (YPL) staff respond extremely well to the needs of our young people and the YPL offer has been redeveloped this academic year to incorporate a new Pathways 2 Programme to further promote personal and social skills alongside developing learners' employability skills, so they are ready to access the Support Internship programme or further training, education, or employment.

Hampshire Achieves successfully supports recently settled refugees by providing courses aimed at improving their English language skills. Courses are designed to build confidence and equip refugees with the skills needed for further learning, employment, and to access essential services supporting independent living. In turn this helps learners integrate and positively contribute to their new communities.

Ofsted (November 2023) observed 'Leaders and managers have high ambitions for most learners, including those with special educational needs and/or disabilities (SEND). They have designed courses and chosen appropriate qualifications to support the progress of SEND learners. They provide courses for recently settled refugees to improve their English, helping them to live in new communities and use the services they need. Disadvantaged learners and those with SEND grow in confidence and develop the skills they need to move on to further learning, employment and independent living.'

Hampshire Achieves investment in Continuous Professional Development (CPD) is excellent. HA host an annual Teaching and Learning Conference to enhance pedagogical knowledge and practical skills for assessment for learning. INSET and Service Days offer teams meaningful time to work on specific areas of improvement, and apprenticeship staff are afforded 2-days secondment per year, in their subject specialist field.

HA supported staff to complete a range of accredited programmes, for example:

- 3 x Level 5 Teaching Diploma
- 14 x Level 3 Assessor Award
- 4 x Part 1 of the Level 4 IQA award
- 2 x the Advanced Mentoring course
- 3 x Mental Health training including 2 who completed Level 2 and Level 3 Mental Health First Aid
- 2 x Level 3 Emergency First Aid at work
- 1 x ELSA training
- 26 x First aid training

In addition, HA provided a range of internally developed workshops for internal and partner provider staff, topics included Clarity of Purpose; Cognitive Load; Initial Assessment; and Rosenshine's Principles.

Many YPL learners are provided with the opportunity for high-quality, up-to-date, and locally relevant careers guidance through the Hampshire Futures Service with planned sessions throughout the year. Talks and workshops provided by Working Options included sessions on interview skills, teamwork, industry insights and networking, mock interviews and employer talks from HBSC, NHS and the Fire Service. Apprentices have access to career progression routes on the Virtual Learning Environment (VLE) and are set a specific career task on OneFile (e-portfolio) at the start of the programme which is periodically updated by the apprentice.

Ofsted (November 2023): 'Most learners and apprentices benefit from helpful careers education, advice and guidance provided by expert staff. They learn to apply for jobs and practise interview techniques. They learn about different careers when they visit employers such as the NHS and fire service. They know about other community learning courses such as confidence-building and Hong Kong connections classes they may take. Consequently, most learners and apprentices are well informed and prepared for their next steps.'

Leaders and managers across HA including its partners providers engage very effectively and collaboratively with a range of stakeholders both internally and externally across Hampshire. For example, leaders work very effectively with; the SEND team to ensure successful learner placements; local schools and colleges for effective course promotion; local community venues to ensure the provision of suitable learning environments. The curriculum manager and senior tutors work productively with the SEND team, and where required with Child and Adolescent Mental Health Services, the Youth Offending Team, Catch 22 and Social Workers to ensure learners needs are met and learner targets and outcomes are reviewed at EHC Plan annual review meetings. We continue to engage successfully with other agencies within our communities to support the learner's progression.

The Employment and Skills team (Participation and Lifelong Learning) have continued to work effectively to improve links with new employers as well as maintain good contact with existing employers. There have been several returning employers engaging with our Supported Internship programme, including Hampshire County Council, Basingstoke and Dean Borough Council and the Holiday Inn Farnborough. In the summer employers survey, 100% of employers said they would provide a work placement to another intern. This is a significant increase in comparison to the previous year (83%) which reinforces effective partnership working with employers.

Effective partnerships among partner providers facilitate referrals and signposting for learners, enhancing their progression and access to opportunities. The Library Service ensures consistent county-wide course provision. ESOL courses are available across the county, addressing the needs of refugees from Afghanistan, Ukraine, and Hong Kong.

The apprenticeship team's engagement with employing managers is good, ensuring they take time to listen to concerns, ideas and feedback. From end of programme surveys asking what HA does well, managers highlighted:

- Communication via the tutor is efficient, effective and supportive. Our candidate always knew what was expected at each point and had easy access to support when something wasn't totally clear. Team reviews are an easily accessible and efficient way of keeping in touch throughout the process.
- My member of staff was looked after by her tutor brilliantly and the level of support they received was exceptional.
- Build a 3-way relationship around the apprentice where tutor, mentor and apprentice work together to develop the apprentice. I have found the experience so fulfilling as the mentor and it has encouraged me to begin my own NPQ in teacher development. The professional discussion has been so useful for all concerned and I feel very grateful that my apprentice had this experience as they are now well on the road to be a teacher in their future.

Staff engagement is good, and staff workload is monitored on a regular basis. The curriculum/development managers engage with the staff collaboratively holding monthly team meetings, and for some, weekly tutor meetings. Regular discussions also take place in senior and operational management meetings regarding staff health and wellbeing. In addition, there are many resources provided to staff to support health and wellbeing. These include specific mental health and wellbeing learning platforms (corporate and via the VLE) which are regularly shared. Leaders listen to their staff and act on concern. For example, it was previously highlighted by Functional Skills tutors that they were finding having a potential range of the five ability levels in

one group difficult to manage. This was considered and from October 2023, streaming of levels were implemented.

The Participation and Lifelong Learning Partnership Forum is an established governance forum overseeing regulated and non-regulated provision. This forum champions the needs of learners and apprentices and provides support and challenge to the service to ensure that the provision is accessible, is of the highest quality, and supports positive progression for its learners. It provides a forum in which members can identify and promote best practice, and through collaboration, recommendations that strengthen the quality of provision and outcomes for learners.

Ofsted (November 2023): 'Those responsible for governance have a clear vision for the strategic direction of HCC and an accurate understanding of the strengths and weaknesses of provision. They provide leaders with helpful support and effective challenge to ensure the education and training that HCC provides is having the greatest impact on the communities it serves. Those responsible for governance benefit from the advice and information that leaders provide that supports them in carrying out their roles and fulfilling statutory requirements.'

Overall arrangements for safeguarding of learners are appropriate and effective. The Programme Manager, as Designated Safeguarding Lead (DSL) and Head of Service for Secure and Specialist Provision as Deputy DSL effectively provide support across the Service, with staff continuing to raise concerns in a timely manner. Both the Lead and Deputy DSL have attended extensive CPD to ensure they remain up to date with current legislation and practice.

All staff have completed mandatory CPD relating to Safeguarding, Prevent and British Values, and have a good understanding of their responsibilities towards protecting and safeguarding learners. Topics are embedded well across the delivered programmes with staff, learners and apprentices regularly discussing current affairs within sessions. HA Single Central Record is up to date and monitored regularly.

In 2023/2024 academic year, there has been a 4% decrease in the level of safeguarding incidents in comparison to the previous academic year (158 in 2023/2024 v 165 in 2022/2023). Whilst there is a decrease, when looking at the three-year trend, it is still a 23% increase in comparison to 2021/2022 (158 in 2023/2024 vs 123 in 2021/2022).

Ofsted (November 2023): 'Learners and apprentices feel safe, including online. They are confident that any concerns they have will be dealt with by staff rapidly and appropriately.'

Robust quality assurance measures continue to be adopted and acted upon across the provision. Monthly Programme Manager Group meetings are held to; report, monitor and record the programme progress; discuss support and strategies for improvement, including monitoring quality improvement plan actions; and to share good practice. The Curriculum Operation Group continues to provide good curriculum leadership and a forum for discussion to support effective implementation with Curriculum/Development Managers and Coordinators/Senior Tutors contributing.

Hampshire Achieves maintains regular Contract and Quality Management meetings with ACL Partner Providers to ensure high performance and quality measures are in place and monitored. Partner Providers submit a monthly return, submitting data on their on their performance; addressing any deviations from key performance indicators; learner evaluation and feedback; and the quality of provision through progress against planned observation schedule and individual quality improvement plans.

External Quality Assurance feedback for YPL was very positive, recognising the quality improvements made to the provision. The report summary noted that the team had worked hard on the structure and format of the portfolios, which was evident in the samples reviewed. Portfolios

now follow a consistent structure across each unit and qualification, standardising the process. Feedback was positive, including praise and links to learners' evidence, activities, and tasks completed.

Ofsted (November 2023): 'Leaders and managers monitor and evaluate the quality of education, including for subcontractors, effectively. They use the intelligence they gather to provide relevant and useful training opportunities for staff. They assure the quality of teaching of subcontracted provision and review key performance data each month. As a result, tutors benefit from training and improve their practice. Leaders know the strengths of subcontracted provision and act rapidly when weaknesses emerge.'

Managing performance is good. All HA staff have regular, recorded 1:1s with their line manager. Annual targets are set for staff and are linked to the strategic objectives and the quality improvement plan. Performance is monitored and recorded throughout the year with an annual end of year performance review taking place in December/January which is recorded centrally. Where staff underperform, a developmental discussion is held and planned CPD agreed. Outcomes of performance management processes inform staff CPD and support measures. Senior leaders support with performance management where identified; when required staff are managed through the Performance Management Policy. This comprehensive approach ensures weaknesses are addressed and good practices are promoted across the Service.

Hampshire Achieves adults, young people's learning, and apprenticeship programmes aligns very well with Hampshire County Council's 2023/2024 priorities by supporting career changers, the unemployed, and low-skilled individuals focusing on improving digital literacy and communication skills; enhancing maths and English proficiency; and supporting learners' mental health and wellbeing. Programmes are responsive to the needs of SEND young people and promotes the employment of neurodiverse individuals, which prepare young people for a successful transition to adult life. The Young People's Learning offer has been highly successful in employer collaboration, receiving positive feedback for the support provided to interns. Apprenticeship programmes support adults' economic wellbeing and helps the County Council to access a skilled workforce. All programmes effectively meet the skills needs of employers and the local economy by offering tailored courses, addressing specific skills gaps, and engaging with employers and stakeholders. Additionally, tutors are enhancing their skills in Artificial Intelligence (AI) to integrate it into the curriculum and teaching practices.

## **What we need to improve**

### **Adult and Community Learning**

- To continue to streamline Tribal EBS processes (application, enrolment and reporting) for internal and partner provider delivery.
- Improve marketing of ACL courses using a number of different formats to reach and attract an increased number of learners.

### **Apprenticeships**

- Tutors to upskill in advanced technologies, digital tools and AI to enhance learning experiences and ensure learners are proficient in the latest industry standards in their field.

### **Young Peoples Learning (Supported Internships/Pathways)**

- Follow up on feedback from employer review meetings and surveys and ensure this feedback is fed back into further curriculum development.
- To further engage with local employers and through their feedback ensure their need and skill identification is incorporated into our curriculum provision.

**Adult and Community Learning**

**Hampshire Thrives:** This category will deliver targeted learning programmes to support, English and maths skills, digital inclusion, community cohesion (including ESOL) and health and wellbeing. It will specifically target learners without a full Level 2 and/or in receipt of Income Support or Universal Credit and/or have a learning difficulty and/or disability or who are at risk of/have mental health needs; Families with school age children in receipt of free school meals; Care Leavers; Refugees; Veterans; Over 50s looking to return to employment

Programmes should be aligned to new Family Support Service, Supporting Families Programmes, Adult Services, as well as linking with Housing Associations, the National Careers Service and Public Health. All programmes will be free of charge to eligible learners.

**Hampshire Works:** This category will deliver targeted learning programmes to support individuals (19+) in receipt of Universal Credit to access employment, including those listed under Thrives criteria. It will include support for English, maths, and digital skills. Works will also look to support Over 50s who are looking to return to employment. Works providers must track their learners after 3 months to obtain destination data.

**Apprenticeships**

- Business Administrator, Level 3 (Standard)
- Lead Adult Care Worker, Level 3 (Standard)
- Lead Practitioner in Adult Care, Level 4 (Standard)
- School Business Professional, Level 4 (Standard)
- Teaching Assistant, Level 3 (Standard)
- Team Leader / Supervisor, Level 3 (Standard)
- Early Years Educator, Level 3 (Standard)
- Early Years Practitioner, Level 2 (Standard)
- NCFE Diploma for Residential Childcare (RCC), Level 3
- NCFE Award in Mentoring, Level 2

**Supported Internship Programmes**

NCFE Customised Qualification in Skills for Independence to Work, Entry and Level 1

**Pathways 1**

NCFE Certificate in Personal and Social Development Skills, Entry 3

**Pathways 2**

NCFE Certificate in Personal and Social Development Skills, Level 1

NCFE Award in Employability Skills, Entry 3.

**Sub-contracted and Internal Partners**

**Appendix 2**

**Sub-contracted Partners**

Community First Wessex  
Hampshire Cultural Trust  
Hampshire Fire and Rescue Service  
Itchen College  
GCS Ltd

**Internal Partners**

Hampshire County Council Library Service

## Achievement Tables

## Appendix 3

**Table 1: Adult and Community Learning**

Programme	2020/21			2021/22			2022/23			2023/24			NR%
	E*	Ach	Ach%	E*	Ach	Ach%	E*	Ach	Ach%	E*	Ach	Ach%	
Non-Accredit	5239	4741	91%	4970	4545	92%	5422	5125	95%	5638	5244	93%	89%
Princes Trust	11	11	100%	11	11	100%	11	11	100%	10	9	90%	
Qualifications	-	-	-	21	20	95%	8	7	88%	3	3	100%	72%
All	5250	4752	91%	5002	4576	92%	5441	5143	95%	5651	5256	93%	94%

\*E = Enrolments

NR = National Achievement Rate 2022/23

**Table 2: Apprenticeship Overall Achievement Rates Standards by Level and Standard**

	2020/21			2021/22			2022/23			2023/24			NR%
	App	Ach	Ach%	App	Ach	Ach%	App	Ach	Ach%	App	Ach	Ach%	
<b>Level 2</b>	<b>5</b>	<b>5</b>	<b>100%</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0</b>		<b>51%</b>
Adult Care Worker	0	0											
Customer Service Practitioner	5	5	100%										
Early Years Practitioner							0	0		0	0		
<b>Level 3</b>	<b>23</b>	<b>19</b>	<b>83%</b>	<b>28</b>	<b>24</b>	<b>86%</b>	<b>48</b>	<b>39</b>	<b>81%</b>	<b>80</b>	<b>61</b>	<b>76%</b>	<b>55%</b>
Business Administrator	19	16	84%	12	12	100%	18	15	83%	23	21	91%	63%
Lead Adult Care Worker	3	2	67%	9	6	67%	5	3	60%	20	14	74%	39%
Customer Service Specialist	1	1	100%	1	1	100%							
Early Years Educator							0	0		0	0		
Teaching Assistant	0	0		5	5	100%	18	16	89%	22	16	80%	72%
Team Leader or Supervisor	0	0		1	0	0%	7	5	71%	15	10	83%	54%

<b>Level 4</b>	<b>20</b>	<b>14</b>	<b>70%</b>	<b>20</b>	<b>11</b>	<b>55%</b>	<b>20</b>	<b>16</b>	<b>80%</b>	<b>17</b>	<b>13</b>	<b>76.5%</b>	<b>49%</b>
Lead Practitioner in Adult Care							0	0		3	0	0%	26%
Children, Young People and Families Practitioner	6	1	17%	11	2	18%	7	6	86%				27%
School Business Professional	14	13	93%	9	9	100%	13	10	77%	14	13	93%	62%
<b>All</b>	<b>48</b>	<b>38</b>	<b>79%</b>	<b>48</b>	<b>35</b>	<b>73%</b>	<b>68</b>	<b>55</b>	<b>81%</b>	<b>90</b>	<b>74</b>	<b>82%</b>	<b>53%</b>

\*App = Apprentice Ach = Achievement Number Ach% = Achievement Percentage NR = National Rate 2022/23

**Table 3: Young People: Vocational Qualification Achievement Rates**

Programme	2020/21			2021/22			2022/23			2023/24		
	L	Ach	Ach%	L	Ach	Ach%	L	Ach	Ach%	L	Ach	Ach%
Traineeship Plus	29	19	66%	10	8	80%	-	-	-	-	-	-
Supported Internships (non-pilot)	28	23	82%	28	22	79%	18	18	100%	18	16	88%
Supported Internships (pilot)	N/A	N/A		N/A	N/A		N/A	N/A	N/A	2	0	0%
Pathways	-	-	-	-	-	-	20	20	100%	34	33	97%
<b>All</b>	<b>57</b>	<b>42</b>	<b>74%</b>	<b>38</b>	<b>30</b>	<b>79%</b>	<b>38</b>	<b>38</b>	<b>100%</b>	<b>54</b>	<b>49</b>	<b>91%</b>

\*L = Learner Ach = Achievement Number Ach% = Achievement Percentage

**Table 4: Functional Skills Achievement Rates by Programme**

Programme	2020/21			2021/22			2022/23			2023/24			NR%
	L	Ach	Ach%	L	Ach	Ach%	L	Ach%	Ach%	E	Ach%	Ach%	
Traineeship Plus	28	23	82%	8	8	100%	-	-	-	-	-	-	
Supported Internships	23	22	96%	28	27	96%	23	7	30%	28	6	21%	
Pathways	-	-	-	-	-	-	32	11	34%	37	23	62%	
Apprenticeships	39	35	90%	16	14	88%	17	16	94%	20	16	80%	
Adult Skills (English)	37	36	97%	22	18	82%	33	25	76%	33	24	73%	
<b>All</b>	<b>127</b>	<b>116</b>	<b>93%</b>	<b>74</b>	<b>67</b>	<b>91%</b>	<b>105</b>	<b>59</b>	<b>91%</b>	<b>118</b>	<b>69</b>	<b>58%</b>	<b>68%</b>

\*L = Learner \*\*A(n) = Achievement Number \*\*\* A(=%) Achievement Percentage \*\*\*\*E = Enrolments from 2023/24 NR = National Achievement Rates 2022/23



Supported Internship (non-pilot) Destinations	2023-24		2022-23		2021-22	
Outcome	Number of Interns	% Interns	Number of Interns	% Interns	Number of Interns	% Interns
<b>Negative</b>	<b>8</b>	<b>44%</b>	<b>6</b>	<b>33%</b>	<b>13</b>	<b>37%</b>
NEET - Looking for work	5	27%	6	33%	11	31%
NEET - Looking not for work	3	17%	0		1	3%
Supported Internship	0		0		1	3%
<b>Positive</b>	<b>10</b>	<b>56%</b>	<b>12</b>	<b>67%</b>	<b>22</b>	<b>63%</b>
Apprenticeship	0	0%	2	11%	2	6%
Full-time Employment	3	17%	3	17%	1	3%
Full-time FE	4	22%	2	11%	3	9%
Part-time Employment	1	6%	2	11%	5	14%
Part-time FE	0	0%	1	6%	5	14%
Voluntary work	2	11%	2	11%	6	17%
<b>Grand total</b>	<b>18</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>35</b>	<b>100.0%</b>

Pathways Destinations	2023-24		2022-23	
Outcome	Number of learners	% of learners	Number of learners	% of learners
<b>Negative</b>	<b>1</b>	<b>3%</b>	<b>1</b>	<b>5%</b>
Unable to contact	0		1	5%
Looking for work	1	3%		
<b>Positive</b>	<b>33</b>	<b>97%</b>	<b>19</b>	<b>95%</b>
Pathways 2	5	15%	12	60%
Supported Internship	17	52%	6	30%
Other Full-time FE	8	24%	1	5%
Part Time Work	1	3%		
Voluntary Work	1	3%		
<b>Grand total</b>	<b>34</b>	<b>100%</b>	<b>20</b>	<b>100%</b>